

# Assessments Under Construction

Dear Colleagues:

As promised, I have typed up the assessments we began in Bowling Green. I hope these prove helpful to you in your work.

I would ask that as you preview the assessments, keep in mind they are all still work under construction. When planning assessments I have found that using the following questions help keep me focused:

What standards do I want students to know?

What big ideas do I want students to understand from the content?

What skills do I want students to demonstrate?

What habits or attitudes do I want students to develop?

Keeping a focus on the standards helps to guide the development of the assessment.

Thank you for your hard work and commitment to the Thoughtful Classroom project. It is an honor to work and learn with and from you.

Joyce Jackson

A Test Worth Taking  
Middle School

Content: Literature  
Reading Text: "A Christmas Carol"

Construct a plot outline of the story.

Explain the differences in how Scrooge regarded Bob Cratchett before the visits by the spirits and after his visits by the spirits.

Show the relationships between Scrooge and Bob Cratchett in a comic strip throughout the strips.

Compare and contrast internal and external conflicts by using specific examples from the story. How are they different? How are they similar?

Choose a character from "A Christmas Carol." Write a diary entry for Christmas Eve from that character's point of view.

Correctly match the vocabulary terms with the text examples using context clues.

Create a metaphor that explains the theme of "A Christmas Carol."

What else do you know about "A Christmas Carol" that was not on the test?

What class activities helped prepare you for the test?

On Demand Preparation  
Menu Assessment

	<b>Mastery</b>	<b>Interpersonal</b>	<b>Understanding</b>	<b>Self Expressive</b>
I	List the four components of an on-demand prompt.	In small groups, read school prompts and discuss which you would choose to address and which you would not choose. Discuss your choices.	Play the Prompting Game. Create prompts by matching the "SPAM" cards: situation, purpose, audience and modes.	In your envelope you have prompts that have been cut into two parts: situations and writing tasks. Match the parts to create the original prompts.
II	Find "SPAM" in the following prompts. Draw a box around the situation. Circle the purpose. Underline the audience. Place a parentheses around the mode.	Take an apprentice piece. Read the prompt that the writer addressed and advise them as a peer response partner.	Analyze the following prompts to determine which are best written. Compare and contrast the characteristics and justify your thinking.	Read the situations you have been given and generate the writing tasks or vise versa.
III	Create game cards for the Prompting Game. You will need six situations, six purposes, six audiences and six modes.	Choose a prompt and plan your elaboration via "written conversations." List the questions and concerns the audience would have and incorporate them into your draft.	Read some student examples that are novice or apprentice. Determine why they scored thusly.	Create two on demand prompts that your school might use on the next scrimmage.

On Demand Prep Menu

Grade Level K-1

Martin Luther King, Jr.

Assessment Menu

	<b>Mastery</b>	<b>Interpersonal</b>	<b>Understanding</b>	<b>Self Expressive</b>
I	Listen to the story of Martin Luther King, Jr.  List important facts, words and pictures.	Sort pictures of how African American people were treated then and now.	Draw a picture of a dream for your future.	Share a time when you were treated unfairly.
II	Listen to the story of Martin Luther King, Jr.  Write 1-2 sentences.	Compare and Contrast treatment of African Americans then and now.	Write about your dream for the future.	Students with shoestrings go to centers. No shoestrings work. Discuss how you feel being treated differently.
III	Listen to the story of Martin Luther King, Jr.  Write a paragraph about what you learned.	Use a graphic organizer to write a paragraph explaining when you would rather live and why.	Act out your dream for your future.	Work in a group to open a can with a can with a hand held can opener. Use deep processing to show what it means to "STRUGGLE."

# NO BONES ABOUT IT

## Graduated Difficulty

1	Read the lists of jobs and responsibilities. Match the scientist to their appropriate responsibilities.
2	<p>Excavate chocolate chips from a cookie and record the results on the "Paleontologist Recording Sheet."</p> <p>Write a descriptive paragraph about what is like to excavate a fossil.</p>
3	<p>Work in a group of six.</p> <ol style="list-style-type: none"><li>1. Decide on roles.</li><li>2. Perform roles of scientists.</li><li>3. Assemble dinosaur for a museum.</li><li>4. Create a Power Point presentation on the roles of each scientists.</li></ol>

Hook: What happens when human communities expand into wildlife habitats?

Reading: Time for Kids  
“Whose Habitat Is It?”

Level 1: List the human communities that cause harm to wildlife habitats.

Level 2:: Compare the organisms that have survived to those that died or moved to a new location.

Level 3: Identify the changes in environment that caused an organism to die or relocate and explain why. Decide if the change in the environment was a benefit to humans or to wildlife and justify your thinking.

## Graduated Difficulty

Math: Multiplying fractions and whole numbers.

Introduction to the class: Previously we have found....(reflection about what students have learned about fractions if needed.)

Remember to simplify--reduce if needed.

1	<ul style="list-style-type: none"><li>a. <math>\frac{1}{3}</math> of 4</li><li>b. <math>\frac{3}{4} \times 4</math></li><li>c. <math>\frac{2}{3} \times 2</math></li><li>d. <math>\frac{3}{4} \times 4</math></li><li>e. <math>\frac{1}{3} \times 2</math></li><li>f. <math>\frac{3}{4} \times 8</math></li><li>g. <math>\frac{1}{3} \times 6</math></li><li>h. <math>\frac{5}{8} \times 8</math></li></ul>
2	<ul style="list-style-type: none"><li>a. What number is <math>\frac{1}{5}</math> of 4?</li><li>b. What number is <math>\frac{1}{6}</math> of 5?</li><li>c. What number is <math>\frac{2}{3}</math> of 5?</li><li>d. What number is <math>\frac{5}{8}</math> of 40?</li><li>e. What number is <math>\frac{3}{4}</math> of 16?</li><li>f. What number is <math>\frac{1}{2}</math> of 64?</li></ul>
3	<ul style="list-style-type: none"><li>a. <math>\frac{1}{3}</math> of 120?</li><li>b. <math>3 \times \frac{3}{5}</math></li><li>c. <math>\frac{3}{4} \times 3</math></li><li>d. <math>4 \times \frac{2}{3}</math></li><li>e. <math>\frac{3}{5} \times 10</math></li><li>f. <math>\frac{5}{6}</math> of 12</li><li>g. <math>\frac{6}{8}</math> of 12</li><li>h. <math>\frac{4}{6}</math> of 9</li></ul>
4	<ul style="list-style-type: none"><li>a. <math>4 \frac{1}{2} \times \frac{2}{3}</math></li><li>b. <math>6 \frac{2}{3} \times \frac{1}{2}</math></li><li>c. <math>5 \frac{1}{2} \times 2</math></li><li>d. <math>6 \frac{1}{2} \times 6</math></li><li>e. <math>8 \frac{2}{3} \times 3</math></li></ul>

Level 1: Find the main idea of the passage.

Level 2: Find the main idea and two supporting details in the passage.

Level 3: What would be a good title for this passage?



1	<p>The brown dog lives around the corner.</p> <p>a. Tell how each noun is used in the sentence.</p> <p>b. Label each adjective and adverb.</p>
2	<p>Label and explain how each underlined word is used in the sentences below.</p> <p>Label how each noun is used.</p> <p>Label each adjective and adverb.</p>
3	<p>Use the word “happy” as two different parts of speech in two different sentences.</p> <p>Label how each noun is used.</p> <p>Label each adjective and adverb.</p>
4	<p>Write a sentence with a minimum of 8 words.</p> <p>Label how each word is used in the sentence.</p>

1

Describe characteristics of metamorphic rocks.

2

Compare and contrast metamorphic and igneous rocks.

3

Describe a model you might use to represent the relationships that exists within the rock cycle.

# The Rock Cycle

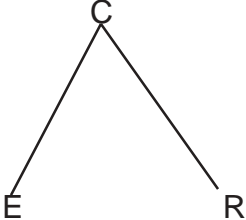
1	<div>1 + 4</div> <div>2 + 3</div> <div>3 + 0</div>	<div>3 + 1</div> <div>4 + 1</div> <div>2 + 2</div>	<div>3 + 2</div> <div>2 + 1</div> <div>5 + 0</div>	
2	<div>4 + 4</div> <div>3 + 6</div> <div>4 + 5</div>	<div>5 + 5</div> <div>4 + 5</div> <div>3 + 8</div>	<div>6 + 4</div> <div>4 + 7</div> <div>3 + 7</div>	
3	<div>24</div> <div>+12</div>	<div>13</div> <div>+24</div>	<div>33</div> <div>+15</div>	<div>35</div> <div>+22</div>
4	<div>35</div> <div>+26</div>	<div>43</div> <div>+38</div>	<div>28</div> <div>+45</div>	

# System Relationships

	Mastery	Understanding	Self Expressive	Interpersonal
1	Notecards/Yarn Food Chain Activity	Key Vocabulary Concept Map System	How is a food chain like a flashlight?	If you could be any animal, would you choose to be a herbivore, omnivore, or carnivore? Explain why.
2	Herbivore/Carnivore Menu Activity	Compare and Contrast two habitats from a given list.	Assign students an environment. List five characteristics of an animal in that environment. Draw, label and explain adaptations.	Role play a food chain—you must have three animals and a producer.
3	Research animal describing adaptations to survive its environment.	P. 110, year 1 binder  Imaginary Animal Activity	After drawing three characteristics out of a bag, create a new animal. Describe the environment and food the animal needs for survival.	Choose a role and debate a position on deer hunting and population control.

# Money Mania Menu

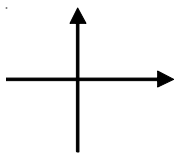
	Mastery	Understanding	Self Expressive	Interpersonal								
I	The teacher will hold up money pictures and students will identify coins.	Match the front side of the coins to the back side.	Coin rubbings with crayons to make a bracelet.	Work with a partner, reach into a bag and without looking tell your partner what coin you chose.								
II	Using a chart, sort coins by amount.  Use manipulative coins. <table border="1"><tr><td>1 cent</td><td>5 cents</td><td>10 cents</td><td>25 cents</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	1 cent	5 cents	10 cents	25 cents					Compare and contrast a penny and nickel. Explain how they are alike and different.	Create an abstract picture with traced coins.	Draw a picture of something you want. Write a sentence to tell why you want the item and what you think it would cost.
1 cent	5 cents	10 cents	25 cents									
III	Match coins to priced items on a chart or activity sheet.	Write different coin combinations that will equal a given amount of money.	Write in your journal: Why do you think coins are different colors?	Role play shopping. Student have a given amount of money. Make a list, shop and spend your money.								

M	U	S	I
Chart elements of a story: setting time character	Compare and Contrast Protagonist Antagonist Graphic Organizer		
Plot Diagram 	Book Review  Recommend or not recommend to other readers.		
Book Talk from the viewpoint of any character.  Costume Visual	Author X 2  Read second book by the same author and compare the first book.		

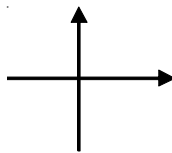
## Graduated Difficulty

Level 1: Match the function with the graph.

1).  $y = (.5)^x - 1$



2).  $y = (-1/3)^{x-1} + 3$



Level 2: form  $y = a \cdot b^x$

Graph each function:

1).  $y = 2 \cdot 3^x$

2).  $y = 1/2 \cdot 4^x$

Level 3: form  $y - k = a \cdot b^{x-h}$

1).  $y - 4 = 2 \cdot 3^{x+1}$

2).  $y + 5 = 6 (1/2)^{x+3}$

Level 4: You buy a computer for \$2100.00. The value of the computer decreases by 50% annually.

1. Write an exponential decay model.
2. Graph the model.
3. Estimate wehn the computer will be worth \$600.00

	Stage Type      Graduated Difficulty
1	Correctly identify each stage type below and use your word bank to label each part.
2	Correctly identify each stage and label its various parts (no word bank).
3	Choose any two stage types and complete a Y-Chart comparing and contrasting each.
4	Create a graphic organizer that explains the structure of each stage type along with its advantages and disadvantages.



# Graduated Difficulty

Level 1: Retell the story.

Level 2: Compare and Contrast the characters of the story.

Level 3: Create a new ending for the story.

# Graduated Difficulty

Level 1: Read the chapter and list ten important facts about vertebrates and invertebrates.

Level 2: Use a top hat organizer to compare and contrast two invertebrates.

Level 3: Create a myth to explain an important trait of your invertebrate.

# Graduated Difficulty

## Grades 3-4

### Life Cycles

	Mastery	Understanding	Self Expressive	Interpersonal
Level 1	<p>List the parts of an animal's life cycle:</p> <ul style="list-style-type: none"> <li>• Chicken</li> <li>• Frog</li> <li>• Butterfly</li> </ul>	<p>Compare the life cycles of two of the following:</p> <ul style="list-style-type: none"> <li>• Chicken</li> <li>• Frog</li> <li>• Butterfly</li> </ul>	<p>Create a model using play dough of a chosen life cycle:</p> <ul style="list-style-type: none"> <li>• Chicken</li> <li>• Frog</li> <li>• Butterfly</li> </ul>	<p>Create a poster and representation of one of your life cycles and the importance of that life cycle.</p>
Level 2	<p>Sequence the events of an animal's life cycle using correct pictures and vocabulary.</p>	<p>After reading "From Egg to Frog" explain the importance of the life cycle process.</p>	<p>Create a metaphor explaining a life cycle of animal to a real life issue.</p> <p>The life cycle of a frog is like....</p>	<p>Select your favorite life cycle and create a newspaper article explaining and illustrating.</p>
Level 3	<p>Create a chart to include a life cycle and labeling from each of the following animal groups:</p> <ul style="list-style-type: none"> <li>• Mammals</li> <li>• Fish</li> <li>• Bird</li> <li>• Reptile</li> <li>• Amphibian</li> <li>• Insect</li> <li>• Spider</li> </ul>	<p>Create an argument of how pollution affects animal life cycles.</p>	<p>Be the teacher and prepare a lesson explaining the purpose of a life cycle of your choice.</p>	<p>Power Point</p> <p>Create a slide using your chosen animal.</p> <p>Write a short description to narrate your slide.</p>



